DOCUMENT RESUME

ED 061 117 SO 002 602

TITLE	A Rationale for Elementary Social Studies Programs: Area of Instructional Services.
INSTITUTION	New Mexico State Dept. of Education, Santa Fe.
PUB DATE	71
NOTE	26p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Behavioral Objectives; Cognitive Objectives; *Concept Teaching; *Conceptual Schemes; Curriculum Design; Curriculum Planning; Educational Objectives; *Educational Philosophy; Elementary Grades; *Social Studies; State Departments of Education
IDENTIFIERS	*New Mexico

ABSTRACT

This booklet presents an updated rationale for elementary social studies in New Mexico's schools to serve as a catalyst for curricular change and a foundation upon which to build "new" social studies programs which are conceptually based, organized, and implemented. New programs should help students develop analytical skills while learning to empathize like humanists. Objectives, incorporating a combination of humanistic, citizenship and intellectual education, are to help the child: 1) develop an adequate self concept; 2) desire to preserve our national heritage; 3) understand conflicts and how to resolve conflicts; 4) develop loyalty to the state, nation, and to all mankind; 5) accept need for social change; 6) build awareness of the value of work; 7) comprehend the ideal of the dignity of man; and, 8) understand the concept of government by consent of the governed. Key substantive concepts to be considered in a program are: causality, conflict, cooperation, cultural change, differences, independence, modification, power, and social control. Content and instructional strategies are utilized to achieve the stated purposes and to help develop understanding of key concepts. Almost half of the book is devoted to social studies scope and sequence outlines, grades 1-6, from the Albuquerque, Las Cruces, and Los Alamos Public Schools. A bibliography compiled by the Foreign Policy Association, published in 1970, is included. (Author/SJM)

ED 061117

A RATIONALE FOR ELEMENTARY SOCIAL STUDIES PROGRAMS

AREA OF INSTRUCTIONAL SERVICES

SO 002 602

STATE DEPARTMENT OF EDUCATION
SANTA FE, NEW MEXICO
1971

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FOREWORD

A philosopher in ancient Greece wrote that the only constant in the world is change. Nothing ever remains the same but is constantly undergoing a change of some sort.

This axiom would seem to apply to the social sciences, especially these last forty years during which time new disciplines have been established, new offerings have been set up in old disciplines, and "significant contributions to the study of human behavior have accompanied the exploration of vast new areas of knowledge." Yet, despite these "new" reservoirs of knowledge, there had been little comprehensive revision of social studies curricula until recently. In fact, there had been little appreciable or significant change in the pattern of social studies instruction at either the elementary or secondary level until about 1960.

Curriculum revision is a task which requires the use of effort and expertise as well as time and money. Since this curriculum revision task is so important and difficult to achieve, it is not anticipated that this rationale will bring about any or all of the desired changes overnight. It is hoped, however, that this modest attempt will serve as a catalyst to change and serve as a rationale or foundation upon which "new" social studies programs may be based. The purposes of this paper, then, are fivefold:

1) to present an example of an updated rationale for social studies instruction,

2) to emphasize the need for devising a K-12 scope and sequence for social studies instruction,

3) to stress the need for a social studies program which is conceptually based, organized, and implemented, and which is implemented in ways leading to adequate perceptions of self,

4) to list some of the materials which are available and which are conceptually based and are considered examples of updated social studies materials,

5) to encourage teachers, principals, and central office staff to begin cooperative efforts to develop and/or adopt updated social studies programs which are best suited to meet the needs of their students.

The thanks of the Department and of Educators go, of course, to the three committee members who working with Mrs. Rita R. Sperry gave of their time and talents to formulating this rationale for elementary social studies. This effort, in fact, is all the more remarkable when it is made known that, because of the customary budgetary limitations, the use of the consultants as a committee was limited to three days.

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A RATIONALE FOR ELEMENTARY SOCIAL STUDIES IN NEW MEXICO SCHOOLS

In a world confronted by seemingly overwhelming pollution and population problems and their concomitant concerns, the tasks of schools in general and social studies in particular seem difficult indeed. In fact, it appears that never before have the words of Alexander Pope, "the proper study of mankind is man," carried such apparent immediate importance. Social studies teachers are striving (or should be striving) to help students develop the analytical skills of the social scientists while learning to empathize like humanists.

According to Bruce Joyce,[1] social studies lessons, in general, should serve three objectives:

> "Humanistic Education – to help the child comprehend his life and find meaning in it.
>
> "Citizenship Education – to enable the child to comprehend his society and participate creatively in it.
>
> "Intellectual Education – to help the child learn and use the organizing concepts of the social sciences."

These are broad, important, and continuing goals for social studies, and they are as importantly related to New Mexico's students as they are to students anywhere else. However, because of the unique composition of its population, its rich multi-cultural traditions, and peculiar economic problems stemming from limited natural resources, there are unique and pressing priorities in New Mexico which should very definitely be reflected in social studies programs.

Among those priorities which should be given special consideration are the following:[2]

1) **Self-Actualization**:

   Helping each child **develop an adequate self-concept** so that regardless of racial or cultural background he sees himself as worthy of becoming a contributing, productive member of society capable of relating to and understanding others.

2) **Conservation Awareness:**

Developing greater concern about and **commitment to the preservation of our natural habitat**, including the need to take positive steps to prevent air and water pollution, the need to wisely extract and use natural resources, and the need to create an awareness of the importance of rational, planned population growth.

3) **Conflict Resolution:**

Learning ways to **understand conflicts among individuals and groups and to resolve conflicts more effectively** both in and out of classroom situations.

4) **Humanistic Loyalties:**

Developing an enlightened loyalty to the State, the Nation, and to all mankind, a loyalty that is deep and lasting and is based upon the critical analysis of social issues, the reliance upon established processes for bringing about social change and a concern for all human beings.

5) **Social Change:**

Understanding the need for and the role of institutions as agents of social control and/or agents for the distribution or effective use of power while understanding and accepting the need for **social change** so that all citizens may share more equitably in the "good life" promised by a democratic society, e.g. freedom, justice, economic and political opportunity.

6) **Knowledge of the World of Work:**

Building greater awareness of the **WORLD OF WORK** – the dignity and value of all kinds of work, and of the contributions of each and every worker to the betterment of the social, political, and economic processes in a democratic society.

7) **Dignity of Man:**

Creating a deep and lasting commitment to the ideal of the **dignity of man** so that in the end no one person will regard himself as a second-class citizen nor will he relegate to second-class status any other person.

8) **Government by Consent of the Governed:**[4]

"Government is the creation of man to secure the rights of the individual to safety, tranquility, freedom and happiness. Whenever government fails to secure these rights, the people may alter it to make it a more effective instrument of their will ... To assure the respect for and practice of the values men choose as important to their lives, it is necessary that their governments be established and operated by the consent of the governed.

"In a government governing by consent of the governed there are elections, courts, impeachment processes and representative legislatures established through which changes may be made. Stability and the greatest guarantee of rights and values is through government by consent of the governed."

Before developing social studies programs for New Mexico in the 70's, priorities should be established and (eventually) reflected in the curriculum. The instructional program, for example, should help the student develop the academic and social skills necessary for the development of a positive self-concept, for the growth of social identity, and for the fulfillment of civic responsibility. In addition, the instructional program should be structured to develop the mental competencies which enable the student to:

1) Ask pertinent questions,

2) Analyze conflicts,

3) Resolve conflicts in creative ways,

4) Make decisions,

5) Form and clarify values,

6) Look at the world as "a planet-wide society" in order to avoid the ethnocentrism which may result when comparing American and non-American families (societies),

7) Make critical analyses of enduring social issues through the application of the knowledge and the methodology of the social sciences in an interdisciplinary manner.[2]

Once the target areas of the social studies have been determined, the instructional program should focus attention on the development of key concepts drawn from the social sciences. The "key" concepts which might be used have been identified by academicians and curriculum developers working cooperatively, and the concepts identified have been grouped into two major classifications: substantive concepts and value concepts.

As identified by personnel working in the Contra Costa County, California Project (Taba Curriculum)[3] and in the Syracuse University Social Studies Curriculum Center,[4] some of the key **SUBSTANTIVE CONCEPTS** which should be considered are:

1) **CAUSALITY**[3] – Events can often be made meaningful through a study of their antecedents. Hence, if future events cannot be predicted, they may at least be anticipated.

2) **CONFLICT**[4] – Since interaction among individuals or groups frequently results in hostile encounters or struggles, conflict is considered characteristic of the growth and development of individuals and of civilization as a whole. Irrational conflict is reduced by recognizing the inevitability of differences and of the difficulty of determing their relative value. In most situations, some form of compromise is necessary because of the serious consequences of sustained conflict.

3) **COOPERATION**[3] – The solution of important human problems requires human beings to engage in joint effort. The more complex a society is, the more cooperation is required as is the realization that cooperation often requires compromise and the postponement of immediate satisfaction.

4) **CULTURAL CHANGE**[3] – Cultures are constantly changing even though the context of the change (economic, political, social or technological), the speed of the change, and the importance of the change may vary greatly. Cultural change, moreover, is accelerated by such factors as increased knowledge, mobility, and facility of communication operating both within and between cultures.

5) **DIFFERENCES**[3] – In the physical, social, and biological worlds are found extreme variations, and, although the survival of any specie depends on these differences, conflicts and inequities often result from assigning value to particular categories of differences, e.g. white skin, wealth or a lack of it, political or economic beliefs.

6) **INTERDEPENDENCE**[3] – The behavior of each person and group affects other persons and groups in important ways although these effects are often indirect and not readily apparent. It is obvious, however, that all persons or groups of persons depend upon other persons and/or groups for the satisfaction of needs and the attainment of individual and group goals, thereby underlining the cruciality of interdependence.

7) **MODIFICATION**[3] – As man interacts with his physical and social environment, both he and the environment are changed – sometimes for the better, sometimes for the worse!

8) **POWER**[3] – The amount of influence individuals and groups can exert in the making and carrying out of decisions which significantly affect people's lives varies. The desire for power, as a strong motivating factor in individual and group action, often leads to conflict.

9) **SOCIAL CONTROL**[3] – All societies influence and attempt to mold the conduct or behaviors of their members. Although the techniques used may vary greatly from one society to another, those most often used include precept, example, and systems of reward and punishment (ridicule, shaming, ostracism, physical punishment and execution). Helping establish and/or maintain societal cohesion are the institutions, societies, and clubs to which individuals belong although these organizations often have overlapping, different, and/or conflicting purposes. Each of these, by exerting controls helps shape the personality and behavior of its members.

The content and instructional strategies to be utilized then become the vehicles to achieve the stated purposes and to help learners develop an understanding of the key concepts selected. To be an effective and efficient vehicle, the **CONTENT** should be:

1) representative of man's cultural activities, experiences and beliefs,

2) directly related to the immediate concerns of the students,

3) based on general concepts and methods of investigation derived from the social sciences and organized around enduring and pervasive social issues,

4) planned and modified in the learning experience sequence in the total K-12 program.[1]

The **INSTRUCTIONAL STRATEGIES** to be utilized by teachers should consider and make provision for the following:

1) establishing learning objectives that describe desired student competencies in specific terms,

2) using evaluative procedures that are systematic, comprehensive and in accord with the stated objectives,

3) emphasizing the individualization of expectations, methods and evaluation,

4) engaging the student directly and actively in the learning process,

5) insuring opportunities for students to observe and participate in the affairs of the community,

6) relying on the use of a broad range of instructional materials and media.[1]

A basis or rationale for contemporary social studies programs has been presented. It is assumed that, basically, there is no disagreement with the stated general purposes of social studies instruction: to help students develop the analytical skills of a social scientist while at the same time developing the ability to empathize like the humanist. However, disagreements may (and do) arise concerning the specific means through which the broad objectives of the social studies may be reached. Since the means should be determined by the needs, and since the needs vary from one location to another, it is suggested that curriculum developers study the "scope and sequence routes" and "content vehicles" adopted by others. For this reason, the routes and vehicles selected by the Albuquerque Public Schools, the Las Cruces Public Schools and the Los Alamos Public Schools are listed on the following pages.

ALBUQUERQUE PUBLIC SCHOOLS

First Grade

Unit I:	The School Community
Unit II:	The World – Orientation to Globe
Unit III:	Families Around the World – Kenya, Eskimo, etc.

Second Grade

Unit I:	Georgraphical Orientation
Unit II:	City of Albuquerque
Unit III:	City of Sasebo, Japan – Albuquerque's Sister City
Unit IV:	Washington, D. C. or Important Coastal City
Unit V:	(Supplementary) Bergen, Norway

Third Grade

Unit I:	Geographical Orientation
Unit II:	Families of Early Man
Unit III:	Early Man in the New World
Unit IV:	Ancient (Pre-Columbian) Urban Civilizations of New World
Unit V:	New Mexico

Fourth Grade

Unit I:	Geographical Orientation
Unit II:	European Man Expands His World
Unit III:	European Man Discovers & Explores a New World
Unit IV:	European Man Colonizes a New World
Unit V:	Man Moves Westward in a New World

Fifth Grade

Unit I:	Geographical Orientation
Unit II:	The United States' Role in Development of American Society
Unit III:	Mexico's Role in Development of American Society
Unit IV:	Central & Southern America's Role in Development of American Society
Unit V:	Canada's Role in Development of American Society

Sixth Grade

Unit I:	Geographical Orientation
Unit II:	Man's Role in Development of Government
Unit III:	Comparative Governments – U. S., Sweden, Russia
Unit IV:	United Nations – Mankind's Cooperative Efforts Toward Securing a More Stable Existence
Unit V:	The Newer Nations Struggle for World Recognition – S.E. Asia, Africa, India, Australia, Cuba

LAS CRUCES PUBLIC SCHOOLS

Providing rich and varied opportunities for children to utilize creative and functional problem solving strategies leading toward effective participation in the basic human endeavors of a complex world is a primary goal of a well integrated social studies program. In order to accomplish this, the identification and conceptualization of basic understandings representative of the major disciplines of Anthropology, Economics, History, Political Science, Sociology, and Geography becomes a significant outcome of children's experiences in perceiving relationships in a multi-disciplinary approach to the social studies. From this broad base of experiences and expanding concepts gained through the inquiry strategies of categorizing and evaluating contrasting patterns of living worthwhile attitudes and values will emerge.

Within this frame of reference the Las Cruces Social Studies Guide, Grades 1-6, has been in the process of development for several years. Committees of teachers have carefully considered various alternatives for social studies programs, finally recommending that a conceptual approach be developed. The major concepts listed below are to serve as the overall structure for each grade level development of sub-concepts and content considered pertinent for differing units.

New Mexico, because of its unique heritage which has been so richly influenced by the interaction of the Anglo, Spanish/Mexican, and Indian cultures, is an excellent setting for evaluating contrasting life patterns both from the immediate and the historical point of view. Therefore, special emphasis has been given to the preparation of units at different grade levels which will present the sequence of events contributing to the legacy of this diverse cultural interchange.

MAJOR CONCEPTS

ANTHROPOLOGY – Culture is the total pattern of a way of life and shapes how man perceives as he adapts to and changes his environment.

ECONOMICS – Production, exchange, distribution, and use of food, clothing, shelter, and other goods and services are basic human activities.

HISTORY – In order to understand the present, societies must continually evaluate the interrelationships and processes that have existed in various communities at a given time.

POLITICAL SCIENCE – People in groups have some form of government.

SOCIOLOGY – To survive, people live in groups and work together.

GEOGRAPHY – Man's way of life and the communities he develops are greatly influenced by climate and the availability of land, water, minerals, plants and animals.

GRADE LEVEL UNITS

First Grade:

My Place At Home and at School
Safety
February's Great Americans
Knights of Old
Look at Dinosaurs with Me
HI! HO! New Mexico

Second Grade:

Food
Clothing
Shelter
Helpers who Provide Protection
Recreational Needs – Libraries, Playgrounds and Parks Circus

Third Grade:

Transportation
Communication
The American Indian and His Way of Life (Desert, Forest, Plains and Coastal)
Some Symbols of American Democracy

Fourth Grade:

Our Earth
Climatic Regions of the World (Coastal, Forest, Plains, Desert)
Indians of New Mexico (Navajo, Pueblo, and Apache)

Fifth Grade:	Exploration – Latin America, Mexico, Colonial America
	Making of a Nation
	Pathways to the West
	Civil War
	The Nation Matures and Worldwide Responsibilities
	Canada
Sixth Grade:	Prehistoric Peoples
	Ancient Egypt
	The Bridgelands
	Ancient Civilizations of China and India
	Ancient Greece
	The Roman Civilization
	The Middle Ages
	Ancient Civilizations of Latin America

LOS ALAMOS SCHOOLS

First Grade – Families Around the World

Unit I:	New Mexico
Unit II:	Everyone Belongs to a Family
Unit III:	Every Family Has Basic Needs
Unit IV:	Families Are Interdependent
Unit V:	Individual Responsibility is Important to Family Living

Second Grade – Community Membership

Unit I:	Community Membership in Los Alamos
Unit II:	New Mexico
Unit III:	Community Membership in Japan
Unit IV:	Holidays and Special Occasions

Third Grade – The World As Man's Home

Unit I:	The Earth: Maps and Globes
Unit II:	Meeting Man's Needs

Fourth Grade – Living In Our State

Unit I:	Los Alamos
Unit II:	New Mexico Today
Unit III:	History: Prehistoric and Early Indian Eras
Unit IV:	History: Spanish Colonial Days
Unit V:	History: Mexican Independence
Unit VI:	History: Territorial Days

Unit VII:	New Mexico State Government
Unit VIII:	People and Cultures: The Anglo-American
Unit IX:	People and Cultures: The Spanish American
Unit X:	People and Cultures: The Indian

Fifth Grade – Living In Our Country

Unit I:	Review of Cultures of First Americans of North America
Unit II:	A Survey of the Explorations by European Countries Involved in Colonization of North America
Unit III:	Colonization of the Atlantic Coastal Region
Unit IV:	Development of the Ohio River Valley
Unit V:	National Government
Unit VI:	Mississippi River Basin
Unit VII:	Rocky Mountain States and Pacific Coastal Region
Unit VIII:	War Between the States and Reconstruction
Unit IX.	The Growth of Our Nation
Unit X:	Territorial Expansion by the United States

Sixth Grade – Living With Our Neighbors

Unit I:	Cultural Groups Found in Canada and Latin America
Unit II:	Exploration and Settlement of Canada and Latin America
Unit III:	The Evolution of Canadian and Latin American Governments
Unit IV:	Cultural Changes and Contributions Made Through Interrelationships of Groups in Canada and Latin America
Unit V:	The Position of Canada and Latin America in World Affairs Today

The scope and sequence outlines listed on the preceding pages are but a small sample of the many social studies curricula which have been – to one degree or another – developed since 1960. In fact, since 1965, the U. S. Office of Education has funded over sixty social studies research, development, and/or experimental programs, many of which are now available from the various publishers. Because of this proliferation of new "new social studies" materials, lists of these projects, descriptions, and/or evaluations have been compiled. The most useful and complete listings are to be found in:

SOCIAL EDUCATION, April 1970

Social Studies Curriculum Development, Dorothy M. Fraser, Editor, 39th Yearbook, National Council for the Social Studies, 1969.

As in the development of "new social studies" curricula, bibliographies dealing with trends in instructional strategies, materials, and programs have become fairly common. Listed on the following pages is a bibliography compiled by and reprinted with permission from The Foreign Policy Association.[5] References to secondary social studies programs have been included because of the necessity for developing K-12 programs.

FOOTNOTES

1. Bruce R. Joyce, **Strategies for Elementary Social Science** (Chicago: Science Research Associates, 1965), pp 119-120, 150-157, 133-148.

2. The Committee wishes to acknowledge its debt to **The World We Live In**, a bulletin published by the State Department of Education, Olympia, Washington.

3. Hilda Taba, **Teachers' Handbook for Elementary Social Studies** (Palo Alto: Addison-Wesley Publishing Co., 1967) p. 13.

   The Taba Social Studies Curriculum (Menlo Park, California: Addison-Wesley Publishing Co., 1969) pp v-vii.

4. Roy A. Price, Warren Hickman, Gerald Smith, **Major Concepts for the Social Studies** (Syracuse: Syracuse University, 1965), pp 7-18, 20-26.

5. G. Sidney Lester, **"The New Social Studies: A Selected Bibliography and Review," New Dimensions, No. 4**, (New York: Foreign Policy Association, 1970), pp 38-41.

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